

Ideas for Consolidating a Lesson

- [Think Literacy Document](#) (TLD) – Resource for Ideas
- Typically lasts 5-15 minutes depending on the length of the class and the complexity of the concepts.

Lesson Focussed

1. Traditional. Ask 3-4 questions about key points that were covered in lesson. Students may use organizer (sheet with blanks to fill in) to fill in key ideas.
2. Brief PowerPoint Review. Offer 3-4 slide that review key concepts. Best if you have students fill out information in journal or organizer while you to this. OR they could record key points in journal.
3. Journal Entry. (see p37-38 in [TLD](#)) Have regular entry for key concepts covered in class. Students should keep a summary journal/notebook.
4. Cooperative Summary. Give group of 3-4 students 5 minute to summarize 3-4 key points covered in the class. All students must write key points in their journal. Call on each group to give one key point. OR one group could be responsible for the summary and have to put it on the board.
5. Round Robin. Each student in a group of 4 is given a piece of paper. When the teacher says go, they neatly write down one thing they learned in the class. After 30 seconds, pass the paper to the next student. This process is repeated 3-4 four times. Take up results with the class. Students are required to enter key topics covered in their journals.
6. Concept Circles (p. 32 in [TLD](#)). Construct a series of concept circle to find out if students understood the key concepts covered.
7. Happy Face Chart. Have student circle a sad, neutral or happy face beside key concepts covered in the class (on a sheet of paper you hand out). This is handed back into the teacher.
8. Frayer Model (p. 24 in [TLD](#)). In groups of 2-4, have students create a Frayer model for the concept just covered in class. After, you can create one big Frayer model as a class.
9. Venn Diagram (p. 33 in [TLD](#)). Have students create a Venn diagram comparing and contrasting 2 different concepts or procedures.
10. KWL Chart (p. 54 in [TLD](#)). Fill in what they **Know**, and **Wonder** about at the beginning of class AND then fill in what they **Learned** at the end of class
11. Mini-Quiz. You can give students a brief 1-3 question quiz (no grade) to hand in to make sure they understand what has been taught. This could be done on a PowerPoint

with the class too. The class could solve the question together.

12. Clickers. Great tool for getting feedback at the beginning, middle and end of the class. Students will love this method and they will love the challenge.
13. Stop-Start-Continue. If you want feedback about your teaching methods or suggestions from the class, this is a great tool to use every 3-4 weeks or so.
14. Student Created Questions. Students work in pairs. They each create a question for their partner based on the lesson. They give the question to the partner and grade it.
15. Real-World Applications. Ask student about real world applications, then follow up with a PowerPoint pictures of real world relevance.
16. Learning Objects. There are a number of learning objects that could be used to summarize or illustrate key math concepts. You can view these as a class through an LCD projector.
17. Student Presentations. This works well after an activity-based lesson where students present different solutions to a problem (e.g., a Fermi Problem) – This can take a while, so make sure student presentation are clearly focussed with a summary sheet. Not everyone in the class has to present every time an activity-based lesson is done.

Unit Based Consolidation

1. Placemat Activity (p. 68 in [TLD](#)) – Students come up with a list of concepts covered for an upcoming test, then they consolidate in the middle. Class constructs list together afterwards.
2. Jeopardy Game. You can get this pre-constructed in PowerPoint (see lesson 9). Ask students to do questions as a team OR you can create the game easily with the Clicker (CPS) software.
3. Who want to be Millionaire? Basically the same as jeopardy – Use template to ask teams a series of questions.
4. Concept Maps (p. 32 in [TLD](#)). Have student construct concepts maps of the their own on a particular unit. Have them share an re-construct. You can also construct a class concept map. This can be done on paper of the computer.